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ABSTRACT

This paper explores the idea that two important elements are represented within the personality of the most effective principals: the heart of a patriot and the mind of a saboteur. Notions about these sources of principal power are explored from the perspective of the patriot saboteur, by which is meant a combination of a passionate commitment to transcendent values with a critical consciousness that among other things, works continually against unthinking conformity and the maintenance of the status quo. The sources of principal leadership flow from the confluence of cognitive functioning, psychological orientation, and personal identity. Of the three, the elements of cognitive functioning are more teachable and their analysis occupies the bulk of the paper. Familiar psychological and psychobiological concepts of information processing are discussed in terms of the particular model of the principle put forward in this paper. It is suggested also that possible curriculum programs can be designed to educate principals in the role of patriot saboteur. A figure outlining some cognitive functions in four phases of principals' thought processes: planning, doing, reflecting, and applying is appended. (21 references) (SI)

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PRINCIPAL AS PATRIOT SABOTEUR

by

Robert Garmston and Linda Lambert

> "Do others see as I do? The pieces were there and yet they seemed to fall together differently. Slowly, it became clear that by allowing oneself the space of being able to see differently, that which was fixed, unchanging and given began to crumble and new patterns emerged. There was a new reality. . ."
>
> Leonard J. Duhl
>
> *The Holographic Paradigm*

Reality is not the same for all principals. We know principals who are burdened. We know of principals who are burdening. We speak of highly effective principals and not so effective principals, of leaders and managers, of top-down and culture-tending principals. We speak with hope that the new breed may be somehow different, more apt to create schools in which all children and adults can learn.

Perhaps this is too much to expect. The work of a principal is fragmented, idiosyncratic, fast-paced and unpredictable (Peterson, 1985). This perception of the work has led to puzzlement about the preparation, selection, and endurance of principals. What kind of person can make sense of such a world and act intelligently in the moment?

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Intriguingly, it may be the very fragmentation of the work that will lead us to some answers. For it is from fragmentation that some persons thrive, create and lead.

The seemingly fragmented, meaningless occurrences that scatter a principal's day are captured into significant, meaningful wholes for some principals; while for others, the day remains an incomprehensible assortment of events, demands and crises. Recently we asked more than 80 pre-service administrative students to interview their principals in order to understand their beliefs, intentions, actions and daily behaviors. When asked what their daily work was like, more than 75% responded in the following way:

> I can't predict. When I get here, all hell breaks loose. It is one demand after another. The secretary, kids, parents, teachers, the district office....it seems that I'm the first on everyone's list. Never a day goes by without a series of crises. I try to get into the classrooms, but it is often not possible. The day goes so quickly.

On the other hand, about 25% of the principals had a different take on their work:

> I will have made up my list the day before. . .you know, the things I am trying to accomplish around here. This year we're giving a lot of attention to the children's - and the adult's - self-esteem. I always build some planning with the key staff into the day and set aside a time for getting into several classrooms. I meet with my secretary for a few minutes as soon as school starts and we plan out strategies for the day. Often I battle district or our own school policies that get in the way, but we're getting there. I feel good about what we're accomplishing.

Clearly, the first group of principals view their work as an almost disconnected, meaningless series of demands and crises in which they are the victims of circumstance.

Our second group of principals are in charge of their work lives. They are able to conceptualize their work, plan in a meaningful way, challenge and overturn obstacles, and move the school systematically toward its goals. What makes the difference?

We know that certain ego, conceptual and moral characteristics distinguish high achieving teachers. We believe similar patterns may be at work with our most effective principals within a more general personality profile in which two important additional elements are present: the heart of a patriot and the mind of a saboteur.

We invite you to explore with us some notions about these sources of principal power. We believe that these two wellsprings of school effectiveness and well-being, if properly identified, just might be possible to recognize when hiring or even be developed in pre-service or in-service activities.

THE PATRIOT SABOTEUR

These exceptional principals, those who are turning hopeless schools into happy, achieving schools, those who are inspiring dedication and commitment and getting people to work together toward common goals at unprecedented levels, seem blessed with some undefinable quality. . .a quality we are regarding as a form of intense patriotism.* Our concept of patriotism is one of love for or devotion to one's global community.

*Not a "true believer."

Supported by a deep and passionate commitment to transcendent values (Kohlberg), these patriots are compelled to pursue educational systems in which each individual has a right to construct his/her own knowledge and meaning, participate in democratized practice, and accept responsibilities beyond the confines of four walls.

These values constitute an authority higher than local laws, more persuasive than bureaucratic procedures and organizational charts, and more demanding than state directives.

With the mind of the saboteur, these principals circumvent, hinder, obstruct and transform the attainment of many of the institutions' unstated goals: maintenance of status quo; compliant and conforming teachers; maintaining protective professional distance from clients; and protection of the institution at all costs. The costs extracted by arthritic bureaucracies form delicious challenges to be encountered, battled and altered. This intense commitment to action on a transcendent set of values is similar to Paulo Freire's notion of critical consciousness. Freire (1978) captures the spirit of the patriot saboteur:

> "Through increased participation. . . new facts occur which provoke attempts at self-awareness. . . individuals begin to see themselves and their society from their own perspective; they become aware of their own potentialities. . .
>
> Society now reveals itself as something unfinished, not as something inexorably given; it has become a challenge rather than a hopeless limitation. This democratization, opening like a fan into interdependent dimensions. .

.characterized the unprecedented participating presence of [these educational leaders]."

It is this evolution of consciousness and fervent actualizing of transcendent values within a participating community, schooling an intolerance for squandering energies on sub-systems and procedures that do not straight forwardly and efficiently serve children and community, that causes the exceptional principal to be often viewed as a maverick, someone applauded by the community but only tolerated organizationally because of a track record of consistent success.

From the perspective of the patriot saboteur, let us examine certain cognitive and affective attributes of the exceptional principal.

SOURCES OF PRINCIPAL LEADERSHIP

We propose that the sources of principal leadership flow from the confluence of three swiftly moving, dynamic and highly personal rivers interacting with a professional knowledge base about learning and schooling (figure 1).

These rivers of cognitive functioning, psychological orientation and personal identity form an integrated self that acts and interacts congruently with the world. The result is similiar to Carl Jung's idea of individuation, "an interpenetration of the concsious and unconscious " (Bennet, 1962).

Perhaps the deepest of these rivers---the most profoundly personal, essential, and pervasive---is the one carrying the personal identity of the principal. All perceptions,

decisions and behaviors are expressions of this subterranean stream. Diverting this deep water causes change. Such changes are often bold, often unpredictable, but always congruent to the configuration of the channel.

However, this is the very flow most difficult to access, most out of consciousness, with sources often obscured in the shadowed decisions of childhood. Since these waters are least influenced by data and skills acquired by the conscious mind, a dilemma of major proportions presents itself to staff developers, supervisors of principals and pre-service programs in educational administration. What can be done in in-service or pre-service work to alter this channel, move the satisfactory to the magnificent, the pleasing to the premiere? We shall return to this difficult issue.

Who am I? is the central question answered in this stream of personal identity. With cascading complexity yet simple consistency the answer flows forth pervading each thought, each action of the individual. For the premiere principal, our patriot saboteor, this identity is an intuitive reservoir steadily refreshing and renewing the principal's work.

And this identity expresses itself in a confidence born from knowing one's knowing, having clear and unequivocable values, an autoplasiticity . . . the seeking and finding of learning in every experience and trust in one's self and authority. All this gives rise to boldness in taking action. With less effective principals, whose personal boundaries are defined more by other's opinions than their own knowing, fear of action may be an ever-present reality. Our premiere principal, however, secure in the knowledge of self, acts out of a sharpened sense of efficacy, of the knowledge, power and will to take action and make a difference. If fear is present in the make up of our patriot saboteur

principal, it is more likely that, as with song writer Irving Berlin, it serves as a stimulant to productivity. "If he's worried," close friends of Berlin's used to say, "He must be developing another hit."

Efficacy is an important feature shown in the stream of psychological orientation in figure 1. Efficacy, or the sense that "I make a difference," is fundamental to successful leadership. The Rand Corporation (Berman and McLaughlin, 1975) found this to be the variable most consistently related to educators in successful schools. Each person decides, in a sense, whether he/she is cause or effect. The decision to be cause or effect, lies deep in the personal history of the principal and is revealed by displaying a disposition towards or away from efficacious psychological orientations and behaviors. Interestingly, Berman and McLaughlin found that leaders who were themselves efficacious and who were motivated by challenge and led in participatory ways, introduced efficacious states of mind into the professional cultures of their schools.

The sense of efficacy forms a general orientation toward events. It determines whether one is proactive or reactive and carries with it a sense of well-being (I am cause) or of despair and powerlessness (I am a victim of events, circumstances, other people, history, fate). In our patriot saboteur principals, this efficacy is driven by the patriotic values of schooling, a set of heady, exhilarating winds, and is made possible by personal and critical consciousness.

We consider consciousness from two dimensions: personal and critical. Each, we believe, can be awakened in individuals. In actuality, they are part of the same river, one providing the nurturance to the fish; the other, the fish to the villagers. We have spoken of "critical consciousness" as the major attribute of the "saboteur." Personal

SOURCES OF PRINCIPAL LEADERSHIP

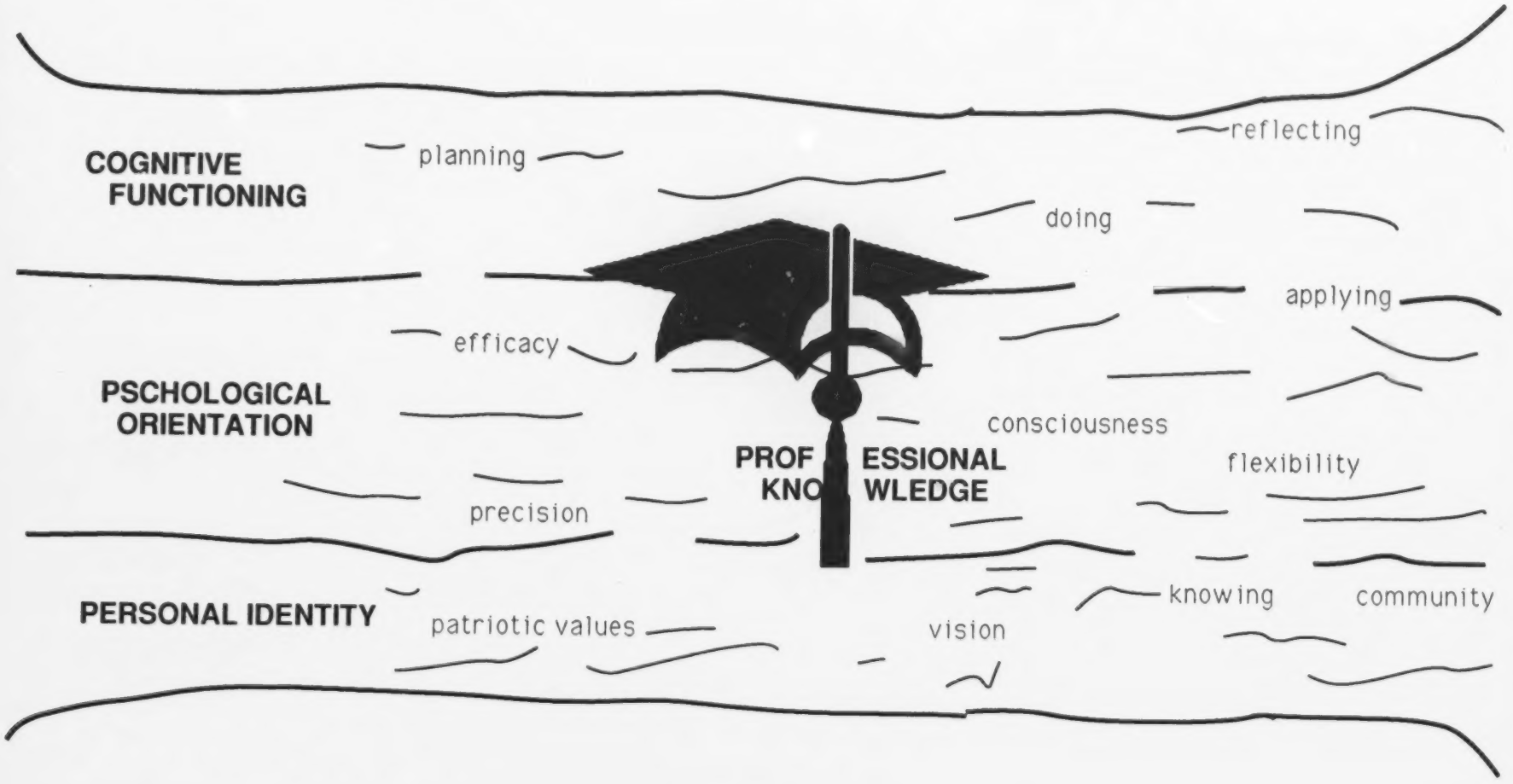


Figure 1

consciousness is prerequisite to critical consciousness. This intense self-awareness is richly addressed by the literature on metacognition.

Metacognition is the capacity to be aware of one's own thoughts, values, and behaviors in the very moment that one is thinking, acting, feeling, or behaving. This process allows one to adjust actions in midstream for self-monitoring and modification. This "reflection-in-action" and an orientation to seeing through flexible perspectives; self, others, and the global community, makes possible elegant short-range and long-range strategy decisions towards ultimate goals.

Like the spiraling dance of water disturbed by a pebble, consciousness opens the windows of perspective, transforming an interpretation of life's events through the perspective of self to a view of the world that transcends context and time.

The egocentric view limits our perceptions to one's own body sensations, thoughts, values and feelings. "How do I feel?" "What will happen to me?" "If I act in this way, will I gain status, recognition?" As the windows widen, principals can see events through the eyes of their teachers, students, and parents. This detachment from self enables the growth toward a global perspective of two mammoth proportions: time and space. "What will these children need in the coming century (time) as members of a global community (space)?"

Such broad perspectives render meaningless issues of maintaining the status quo and protecting the organization. The patriot saboteur is born out of a fine sense of personal identity, values, efficacy, consciousness and flexible perspectives. It is out of these

streams that this principal can invoke and provoke the cognitive functions that operationalize the work of this powerful human being.

We contend that the elements of cognitive functioning displayed in figure 1 are more teachable than are the elements that make up the rivers of personal identity and psychological orientation. However, the directional power of cognition, in one sense, is only a manifestation of those first two rivers of psychological orientation and personal identity.

COGNITIVE FUNCTIONING

Some principals work in busy schools, others in quiet schools. Some work where the presence of police officers on the school grounds are common; others where afternoon teas make good settings for parent meetings. The types of problems principals deal with vary enormously from school neighborhood to school neighborhood and from elementary levels to secondary levels. In some settings, there is a high frequency of problems; in others, a sparse problem environment (Peterson, 1985). Problems also vary in their complexity. Some are easy to analyze and solve and some are more complex, involving varied sets of resources, larger numbers of individuals and have more challenging linkages between cause and effect. But while the situations in which principals work vary widely, the cognitive skills used to discover patterns, interpret, and select decisions and behaviors do not.

From the work of cognitive psychologists and other researchers there is emerging a view of ideal teachers in terms of their intellectual functioning and their effects on student performance. Effective teachers are characterized as operating at high stages of

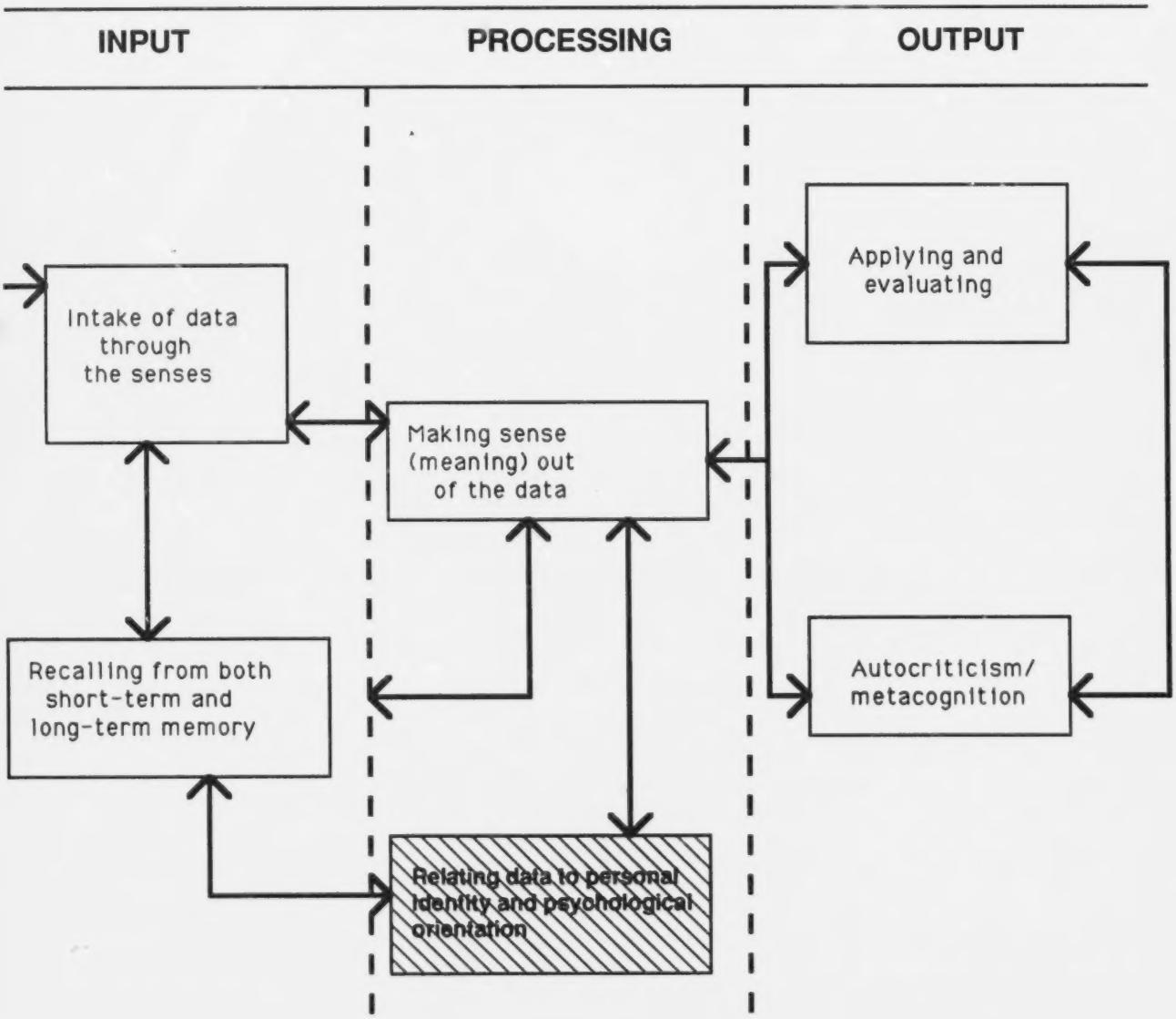
cognitive development (Piaget), moral development (Kohlberg), social development (Erickson), and ego development (Loevinger) (Sprinthall and Theis-Sprinthall, 1983). Principaling also demands highly-complex intellectual functioning.

Principals often make at least four moment-to-moment classes of decisions. Principals decide: 1) how to respond to the numerous unplanned verbal interactions initiated by others, 2) how to spend their time; 3) how to distribute resources; and, 4) how to approach problem solving.

They also decide, with more forethought, how to control and coordinate technical elements of the organization and how to coordinate and liaise with different players in and related to the organization (Dwyer, 1985). They perform a wide variety of tasks such as: 1) goal setting and planning; 2) monitoring; and, 3) evaluating (Dwyer, Barnett and Lee,1987). To carry out this fluid, fast paced and episodic work, principal's decisions often occur <u>almost simultaneously</u> to their experience. Exceptional principals make these lightning-quick decisions in patterns which consistently reflect their values and goals and inevitably, in moment-to-moment increments, move schools to the realization of those values and goals. (Moris, Crowson, Porter-Gehrie, Hurwitz, Jr., 1984).

The model in figure 2 summarizes many of the familiar psychological and psychobiological concepts of information processing (Costa, 1984). According to this model the individual constantly interprets information in terms of what is already known. We have amended Costa's original schematic to include the shadowed box in the processing portion. This is to reflect how the principal also interprets experiences in forms congruent with the principal's essential self, that is, the principal's personal

INFORMATION PROCESSING


INPUT
PROCESSING
OUTPUT
Intake of data through the senses
Making sense (meaning) out of the data
Applying and evaluating
Recalling from both short-term and long-term memory
Autocriticism/ metacognition
Relating data to personal identity and psychological orientation

Adapted from: A. Costa, "Towards a Model of Human Intellectual Functioning," *In Developing Minds: A Resource Book on Teaching Thinking* (Alexandria, Va.: Association for Supervision and Curriculum Development, 1984).

FIGURE 2

identity and psychological orientations. The sense of personal identity and such psychological orientations as cognitive style, representational systems preferences and educational belief systems become filters through which experiences are viewed, desired states conceptionalized and strategies selected.

The model in figure 3 displays some neurological concepts of human processing. While many models describe the processes by which learning develops through interactions of sensory input, short-term or working memory and long-term memory, (Costa, 1984; Mayer, 1989; Wolfe and Robbins, 1987) figure 3 reveals the lightning-quick, largely unconscious cognitive processes related to a strategy; in this case, a strategy for making decisions.

A strategy, according to Robert Dilts (1983) is more than just a string of internal representations. In Dilt's view three characteristics accompany any effective goal-orientated behavior. The individual has: 1) an explicit representation (internal pictures, dialogues or feelings) of the outcome or strategy; 2) ongoing sensory experience so that he/she may assess progress toward the desired state; and, 3) flexibility of external behavior and the manipulation of internal representations.

Figure 3 is a T.O.T.E model displaying a principal's decision strategy. T.O.T.E. means to test, operate, test, exit. (Miller, Galanter and Pribram, 1960). The T.O.T.E. model retains the simplicity of the stimulus response concept, but far surpasses it in usefulness as a neurological model of a formal processing sequence triggered by an experience. That is, it includes a feedback operation as an intermediate activity between the stimulus and the response.

A MODEL OF A DECISION-MAKING STRATEGY

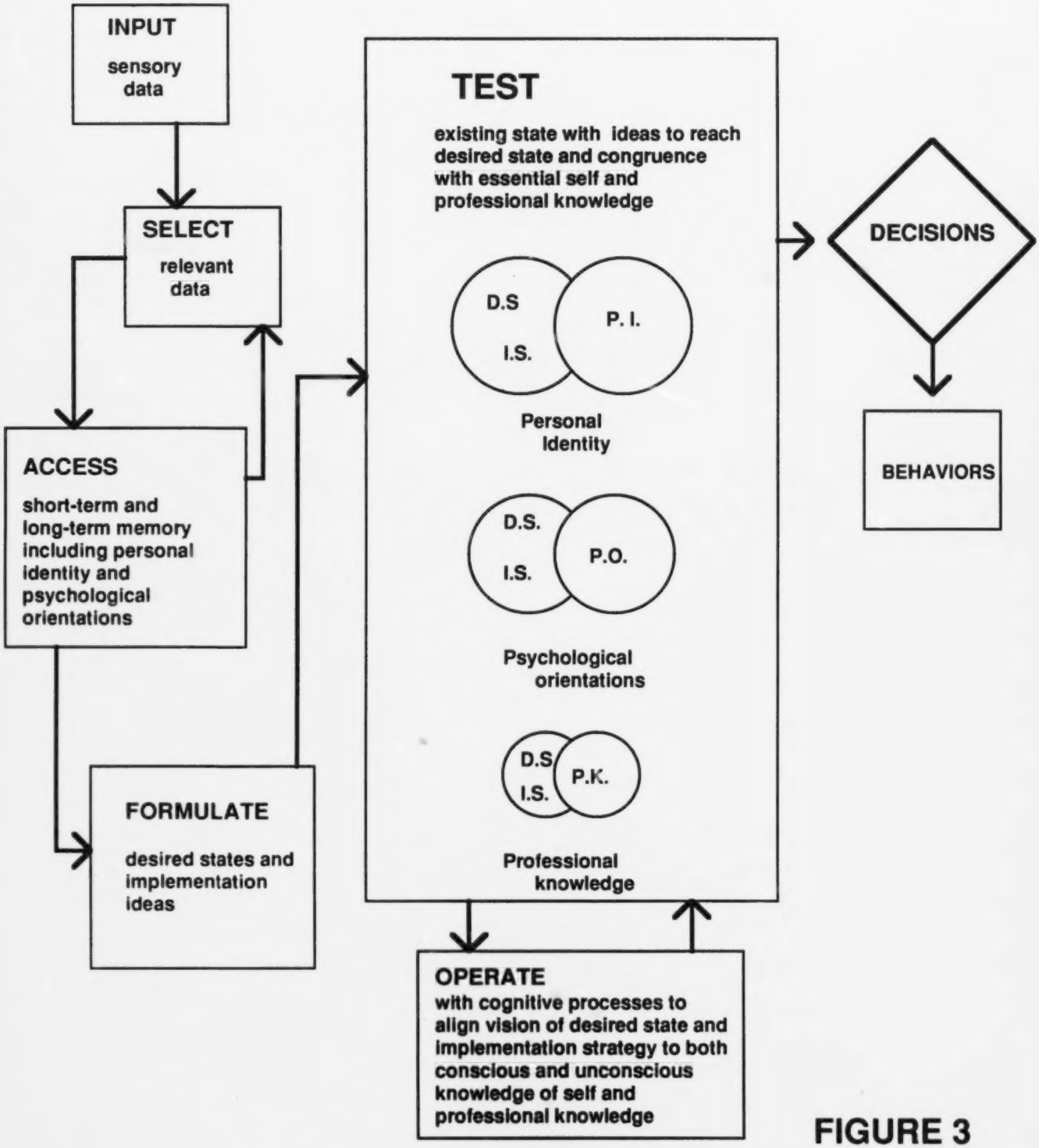


FIGURE 3

In our model, principals receive input from the environment through a situation in which they observe or find themselves. They selectively attend to relevant data in that situation. What is relevant to them is a function of what their psychological orientations cause them to attend to in all the sensory input bombarding them in any moment.

Next, they envision or formulate a desired state and one or more implementation strategies. What is formulated is also a product of their essential self but in addition, is contributed to by the professional knowledge stored in their long-term memory.

During the test stage shown in figure 3, both the implementation strategies and the desired state are consistently tested against the essential self and the body of professional knowledge. When there is congruence among personal identity, psychological orientations and professional knowledge, the principal moves to a decision point and exits the decision-making strategy with action. Where incongruence exists between the implementation strategy and/or desired state and either the essential self or professional knowledge, the principal then operates cognitively through a variety of thinking processes to eliminate the incongruence. Once these alignment operations are satisfactorily done, the principal moves to a decision point and exits the decision-making strategy with behaviors. The overlapping circles in figure 3 indicate the tests. At the level of personal identity the principal tests the desired state and implementation strategy for both consciously held and unconscious perceptions of self, or identity. At the level of psychological orientations the desired state and implementation strategies are checked for congruence with the principal's psychological orientations.

Dilts' claim is that people develop programs or internal strategies in a T.O.T.E. format for all their activities: learning, motivating, teaching, decision making, etc. In Dilts'

work, considerable emphasis is placed on the particular sequencing of representations and representational systems (auditory, kinesthetic, visual) that make up strategies. We will not be addressing a decision-making strategy at that level.

Principals make lightning-quick decisions and it is the principal's previously constructed meanings held in what we are calling "the essential self" that critically informs and guides the processing of information, planning and action decisions. The pattern of decisions reflect the principal's values and goals. If values and goals are the soul of principal decisions, certain cognitive processes are the scaffolding.

The principal's cognitive functions at these moment-to-moment decision points, and during more reflective thinking periods, fall in four categories of thought that roughly parallel phases of teacher thinking (Costa, Garmston 1985) and the models described in figure 2 and figure 4.

> **Planning** consists of all the cognitive processes performed in mental rehearsal before action. Planning involves making a relationship among existing and desired states and multiple time frames: long-range, annually, weekly, daily, and this moment. The processes take place in a number of settings, such as during exercise, driving, sleeping and writing, as well as in the split seconds before action.

Principals call on certain cognitive functions during planning. They:

- Identify a relationship between a particular occurrence and the possible promotion of long-term goals.
- Construct and sequence an action strategy.

FOUR PHASES OF PRINCIPAL'S THOUGHT PROCESSES

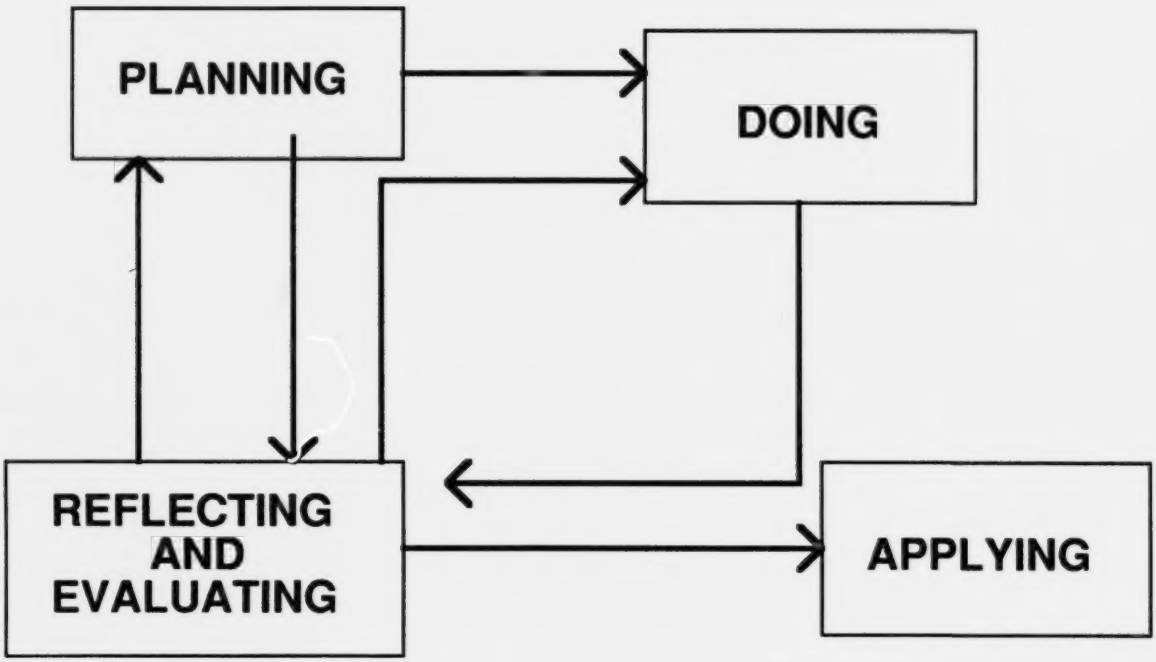


FIGURE 4

- o Test outcomes and strategy against values and knowledge.
- o Identify data about others' perceptions, interests, knowledge, skills and goals.
- o Anticipate potential by-products of an action strategy and make modifications.
- o Anticipate a way of assessing outcomes.

Doing demands highly fluid, intuitive, and sometimes "automatic" patterns of proactive and reactive behavior. Principals:

- o Attend to multiple perspectives, values, outcomes and activities simultaneously.
- o Select, clear, precise and appropriate language.
- o Restrain impulsivity, under stress.
- o Maintain personal confidence under stress.
- o Maintain conscious awareness of and control of own thoughts, feelings and behaviors.
- o Monitor and manage planned time sequences, duration and momentum.
- o Alter plans and prior decisions on the basis of new information and developments.

Reflecting is a category of thought essential to principal self modification. Since adults do not learn from experience but learn from the processing of experience, the processes of analyzing and evaluating decisions made during the planning and doing phases are prerequisite to "autoplasitcity" - the molding of oneself from each experience. While we

normally think of reflection happening in relatively unstressful periods following an event, we believe some may actually occur in-the-moment throught processes described as metacognition.

During this phase principals:

- o Recall data about events and behaviors.
- o Compare intended and actual outcomes.
- o Develop causal relationships as to why outcomes were or were not met.
- o Maintain internal locus of control.
- o Self evaluate their actions and decisions made during the doing and planning stages.

Applying involves using learnings from the reflecting phase. As a result of the reflection and applying stage, principals plan for and make commitments to future action. The principal predicts the consequences of possible alternatives and is capable of playing those out in mental rehearsal. This step closes the cycle because it is a basis for future planning. In the applying, stage, the principal:

- o Predicts or hypothesizes differences in outcomes if alternative strategies were to be used.
- o Plans future strategies based upon principles abstracted from the analysis of experience.
- o Makes commitments to alter/experiment with new behaviors and strategies.

- Identifies inner resources needed for future successes.

These are many, but certainly not all, of the cognitive processes involved in these four categories of principals' thought processes.

We have described, then, our premiere principal as a patriot saboteur, the result of the confluence of three currents: cognitive functions, psychological orientations and personal identity. All well and good you say. . .but can such a person be "re-born"? rediscovered? redeveloped? We believe so. But before we audaciously engage in such tantalizing fare, let us sketch a brief scenario of such a principal in practice.

	Personal Identity and Psch. Orientation	Cognitive Functions
"Why is September always so hot?" reflected Ann Collins as she walked into her warm, but new office at Lincoln school. As a new principal, Ann was eager to get underway - to know the staff, students and parents, understand the program, get a feel for the physical plant in operation. Lincoln had a reputation to examine - not very positive, "but I believe I can make a difference here," thinks Ann.	o Experimental knowing o Personal identity	o Cognitive empathy
A few weeks later, the reasons underlying Lincoln's reputation were coming into focus. With the eye of the curious anthropologist, Ann had interviewed staff, parents, and students, observed in classrooms, listened to faculty conversations, read the paper trail of years past. As each pattern fell into place the pre-	o Efficacy	o Observing o Analyzing o Inferencing

liminary conclusions became clear: discipline and attendance are erratic at best; very little, if any, variation in instruction is occurring (when students aren't acting up, they are sitting like automatons; texts take the place of a dynamic, developing, curriculum; test scores are low; parents feel uninvited, teachers do not talk to each other about teaching and learning. And, no one is upset about it! Ann realized that this is far from what's possible!	o Values	o Envisioning outcomes
As Ann sat exhausted in her office after school, she posed some hard questions to herself: "So if I'm truly a person who gets results, what do I do with this? How do I make sense of what's happening here? What do I value and how do I communicate that in attractive and compelling ways to teachers, to parents, to the district office? To deal with one or even two parts of this systemic problem is to miss the point, and miss the target. We need a major transformation of this learning environment for all concerned and we can only do that through the minds and the hearts and the culture of the professional staff." She knew, then, what she had to do.	o Personal identity o Consciousness o Flexible perspectives o Values o Vision	o Generating alternatives
The next day, Ann paid a visit to the superintendent. After the usual courtesies, he reminded Ann: "Please remember, I brought you here to raise test scores." "And I will, Jack," replied Ann, "but my goals are bigger than that. The tests measure too little of these students' potential. They have a potential to feel safe and happy at school, a potential to have fun learning, to feel good about themselves and others, to hope, to dare to dream. Jack, I know all these are related. I'm going after test scores, but you're going to have to give me room to do it my way."	o Trust in one's own authority o Saboteur o Trust in one's own authority	**PROFESSIONAL KNOWLEDGE** o Multiple goals simultaneously **PROFESSIONAL KNOWLEDGE**

"Ann, that's all fine theory but the board is interested in test performance and you're responsible. That's the bottom line. I'm expecting you to get tough and get results." Silence followed. Jack studied her. Ann, uncomfortable, returned his gaze. "Jack, we have to get teachers talking together. We have mostly good people here. But they're cut off from their own enthusiasm. They've quit trying. They're tired, discouraged, feel unappreciated. You'll see test improvements. But if I'm to be in charge of results, I also have to be in charge of the process. I'll get improvements, through teachers, by sharing leadership decisions and dilemmas with them. And to really get their commitment, Jack, the goal needs to be more than test scores. That's not big enough to really motivate them to the super efforts it will take to turn this school around. We have to have multiple targets. We need to focus on really giving each kid a chance to make it - and that means concentrating on their academic, emotional, and physical well being...as well as dreams. I plan to schedule a retreat in October. And I would like to bring back to you a plan that ties teacher involvement and learning to student

- o Consciousness
- o Flexible perspectives
- o Trust in one's own authority
- o Consciousness

- o Problem analysis
- o Formulating a plan

PROFESSIONAL KNOWLEDGE

- o Communicating to the Superintendents her values and visions.

"I'm not excited about this," Ann, "but I'll give it six months. We need to see results." "Thank you," said Ann. She breathed deeply as she walked to her car knowing full well the change course she had set in motion would take several years to fully mature. It took all of Ann's persuasiveness to get the faculty to agree to the retreat. Ninety percent attended. The retreat occurred on a Friday and Saturday in October. Carefully planned and facilitated, the conversations took many turns - conflict and puzzlement, analyzing

PROFESSIONAL KNOWLEDGE

- o Monitoring a plan

the data, reciting history, sharing insights and silence. Over the two days, comments became more candid, problems were acknowledged, more laughter was heard, concerns were expressed and dreams and hopes were revealed. It was mid-morning on the second day during a discussion on scheduling, when one of the old timers fervently declared, "You know, maybe we don't have to do it this way....."		o Reading and flexing

Ann Collins is not a mythological hero. She is the patriot saboteur who makes schools work. Most schools do not work; most principals are not like Ann Collins. Courageous, mature, and thoughtful, Ann often will go it alone. Yet, her compelling vision and character have equipped her to do so. We must have more Anns if our schools are to be places of learning. As we consider how the Anns in our schools develop, let us progress toward a course of action.

DEVELOPING PATRIOT SABOTEURS

When we think of the education of principals, we think of the latin, *educere,* - to lead or draw out - systematically providing conditions to support the ever developing minds and souls of leaders. Whether we are designing staff development for existing principals or preparing future school administrators, certain conditions and experiences can support and enfold each other to form an interdependent web of transformational learning. Each, taken alone, will not achieve our goals; the sum is not only greater than the parts, but creates a new part, an entity capable of altering what it is to be human. We offer to you the following possible curriculums in programs designed to *educere* our future and current principals.

Design, Plan and Provide or Encourage Participation in Identity-Clarifying Experiences. Of all the potential levels of intervention in another's development: single behaviors, patterns of behavior, cognitive functions, beliefs and finally, identity, the arena of personal identity is the most fruitful for major, generic and self-perpetuating change. Management training programs in which candidates take real physical risks, such as: climbing ropes, rappeling cliffs and careening down zip lines; and then reflecting upon the meanings of their experiences, are ones in which persons are discovering and creating new dimensions of who they are. Persons so equipped have definable boundaries of self.

They are not swayed by other's opinions of them, not blown about by political or personal winds. Once the exclusive province of the private sector, these types of deep, gutsy, identity-clarifying experiences are being adopted by more and more educational management teams and by some principal pre-service programs. Some identity shaping experiences, for to tell the truth, these experiences do more than clarify, they draw forth new dimensions of strength and self knowledge; some such experiences can be provided within the organization, and many are persued and can be encouraged to be persued, on personal time. We know a principal who completed a 1,000 mile bike ride during the summer. She experienced exquisitely, the despair and discomfort of riding for full days in steady rain, the embarrassment of pedaling last in the group while her son and younger riders pressed ahead, the satisfaction of perseverance, and the comradery of a heterogeneous group working on a common goal. She will never be the same.

Enrich the Environment With Generous and Conflicting Information and Ideas From Multiple Sources. We are often stunned to learn that most experienced teachers entering administrative preparation have never heard of ASCD, Kappan or the national reform reports of this decade. We are reminded that during the dark ages, Timbuktu was a flourishing center of innovative advances in surgery and trade in the Greek classics---the intercourse of ideas brought to life the minds of these isolated nomads. Our educators experience the "dark ages" daily in schools cut off from the interchange of ideas and in faculty rooms devoid of professional literature and lively debate.

Environments which energize are those in which professional journals abound, professional libraries are well stocked and used, and exchange dialogue and debate about current educational research and thought are the norm.

Invite People to Labrador. Innovation, creativity and fresh solutions to long standing problems often come from the fresh perspective one gains from visiting foreign soil. It is said that the frozen food industry was born out of Clarence Birdseye's holiday to Labrador, where he observed that fish trapped in the ice were simply left there, to be eaten later.

In pre-service and in-service, make it possible for people to study at schools of business, art, sociology and psychology; loan them to United Way, Macy's and universities. These life experiences outside the perceptual blinders of our own profession, geometrically enhance our information sources and enrich the mosaic of our dialogue.

Provide Support Groups and Coaching for Interpretive Dialogue. The curriculums above take on even richer meaning as individuals engage in interpretive dialogue. Interestingly, we have found that educators can participate in events and be bombarded with ideas but without sustained interpretation these activities may be translated through a narrow, primitive consciousness that blocks the very opportunity for transformation.

Sustained, pragmatic dialogues linking theory to practice break this cycle. It is said that the CEO of Johnson & Johnson, an American success conglomerate, spent the majority of his time during his first few years there, holding "credo challenges" with the management teams of his loosely coupled subsidiaries. Because of this early work clarifying values, the decision to remove all Tylenol from the nation's shelves in the Tylenol poisoning crises, was made within hours.

Promote the Continuing Development of Language. Language, and particularly questions, are the currency of human discourse. We may be assisted to more efficacious states of mind, higher levels of consciousness and broader perspectives through consistent intervention with language (Costa, Garmston, and Lambert, 1988). Consider the effects of the following questions with leadership personnel:

> What is occurring? What does it mean?
> How do I (we) make sense of this?
> I've (we've) experienced this before. . . how did I (we) understand it then?
> How is it different this time?

How does this decision align with my (our) values?

The magic of language is essential as we bring into focus the new and shared meanings of our experiences, continually reinterpreting them in light of our emerging selves. The externalization of thought, in a relationship in which one person mediates another's thinking through language, literally grows intelligence and the capacity for self growth. Cognitive Coaching (Costa and Garmston, 1986) is designed to utilize language as the currency of thought and the enhancer of the sources of leadership.

Provide Training in the Theory and Practice of Adult Learning and Development, Ethics, School Culture, Collegial Practice and the Cognitive Functions of Leadership. There are awarenesses to be built through information that may not be commonly available. For instance, the understanding of adult development assists us to recognize our own potentials and the types of opportunities we must create for ourselves in order to avail ourselves of these possibilities.

We must understand that the right of individuals to create knowledge and meaning, to engage in participating practice, to have access to information and resources, and to accept responsibility are ethical issues. Further, we must understand that it is within the context of collegial practice that development takes place, for us and those we lead.

We must also understand how to manage the work environment and the culture of the school to attain collegial goals.

And, finally, that there are specific cognitive operations that can be refined and added to our repertoire of leadership skills (figure 5). For example, problem-finding (McPherson, Crowson and Pitner, 1986) is the important skill of turning a problem, an issue, a dilemma into a question or hypothesis for investigation and resolution. Problem-finding is perhaps the most practical initial form of inquiry. . . an essential condition for promoting human development. And, it is a prime example of a set of cognitive planning functions and skills that are inextricably related to personal identity, values, efficacy, consciousness and perspective.

Provide Encouragement and Opportunities to Write About Practice. We are consistently finding that, as individuals move toward the higher levels of personal and professional development, the journey is facilitated by writing journals, stories, position papers, etc. about their practice and the outer reaches of their experiences. Writing as a norm for thinking needs to be encouraged. At all levels. But most particularly for aspiring and practicing principals. It needs to be encouraged in collegial support groups, in faculty meetings, in classes, and recognized through local and regional celebration and publication. "As we write we think. We embark on a journey whose outcome can never be certain. . . We get new insights as the words speak back to us." (Luidens, 1989).

Recently, California State University at Hayward and the Bay Area Regional Administrator Training Center jointly sponsored an intensive Craft Writing Workshop for educational leaders. The participants reported personal and professional transformation in the sources of leadership and realized advancement in their writing skills.

Create Systems Which Are Open to Breathe: Inviting Questions,Provoking Challenge and Experimentation and Reinforcing Critical Consciousness. This is much easier to create in pre-service experiences because many of us see our work as developing critical thinkers (granted, that is not true of all preparation programs). In fact, we are sometimes accused of preparing leaders for a democratic, provocative world that doesn't exist. Authoritarian leadership in many districts punish critical thought and initiative, demanding conformity and routinization, valuing the organization above the client. In such a system, the sources of leadership will not develop; or, as soon as they begin to develop, the individual will leave.

As we have noted, the above curriculums form an interdependent whole. To provide training without significant democratization is to deepen the morass of narrow consciousness and the inability to act, for the message then is that knowledge and meaning are only valid as they enter from the outside (perhaps the most fundamental malady of our "civilizations").

Do patriot saboteur principals really exist as we have described them in our schools? You bet! Just recently one principal told us it was his job to bypass the bureaucracy to serve kids. "I never ask if I can" he said. And there are also teachers, coordinators of curriculum, staff developers and superintendents, too, who would be known by these characteristics. Where did they come from? Certainly they were not born from the bureaucracies in which they work.

Studies show a decline, over the past twenty years, in teachers' job commitment. (N.E.A., 1983) This decline has paralleled increasing bureaucratic control, rather than professional control in schools.

Rosenholtz (1989) states that "with the simple mindedness of bureaucratic control, the task autonomy under which the best and brightest teachers once entered the work place has steadily eroded during the same time that America's school-age population has grown." She says that the prospects of hiring and retaining the best and the brightest given stronger bureaucratic control seem gloomy, at best. Jack Frymier (1987) observes, "In the main, the bureaucratic structure of the work place is more influential in determining what professionals do than are personal abilities, professional training, or previous experience. Therefore, change efforts should focus on the structure of the work place . . . "

We believe these patriot saboteur's, whom we are lucky enough to have in our schools, are rich examples of professional lives lived to the fullest.

They come from the high mountains, born of the snows of idealism, their melt water rivers cutting through rich granite and strong democratic soil. They've survived largely despite the institutions in which they find themselves: universities and the school districts. It would take only some minor high water diversions or a few low-cost projects in these organizations to spawn new generations of patriot saboteur principals and sustain those already here.

For hold them and nurture them we must. The todays of our future flow directly from our schools.

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Figure 5

SOME COGNITIVE FUNCTIONS IN FOUR PHASES OF PRINCIPALS' THOUGHT PROCESSES

PLANNING:

(a) developing vision.

(b) goal setting.

(c) problem finding.

(d) sense making.

(e) anticipating and identifying issues and problems.

(f) seeking out relevant data from multiple sources and perspectives.

(g) employing a system for processing information.

(h) knowing when an adequate amount of information is at hand.

(i) generating alternative approaches/actions.

(j) envisioning relationships between organizational components and persons.

(k) considering implications and consequences of alternative approaches/actions.

(l) choosing alternatives that are appropriate to present and long-term plans.

(m) determining action steps to reach goals and sub-goals.

(n) determining evaluation measures and techniques.

DOING:

(a) keeping several organizational streams of action coordinated.

(b) making decisions and selecting behaviors for spontaneous, unplanned interactions about often ill defined crises and problems. Selecting behaviors that are consistent with values and goals of the principal and school.

(c) dealing with multiple activities simultaneously.

(d) selecting and using clear and precise language appropriate to the setting.

(e) remembering strategy, values and goals.

(f) monitoring personal and organizational progress along selected strategies.

(g) metacogitating.

(h) altering plans, decisions and behavior on the basis of new information and developments, practicing systematic adhocism.

(i) restraining impulsivity.

(j) routinizing management tasks.

(k) practicing allocentrism.

(l) generating power in others and self.

(m) invoking authority.

(n) assuming roles needed by group and/or task.

REFLECTING:

(a) collecting and recalling data about events.

(b) comparing intended and actual outcomes.

(c) making casual relationships as to why outcomes were or were not achieved.

(d) displaying internal locus of control.

(e) self-evaluating own decisions and behavior in the planning and doing stages.

(f) extrapolating personal learnings and/or principles that could be carried to future situations.

APPLYING:

(a) predicting or hypothesizing differences in outcomes if alternative strategies were to be used.

(b) planning future strategies based upon principles abstracted from the analysis of recent events.

(c) making a commitment to alter/experiment with own behaviors.

(d) identifying inner resources needed for future successes.

(e) identifying external resources needed for future success.